

School Administrative Unit #24

Districts of

John Stark

Henniker

Weare

Stoddard

SPECIFIC LEARNING DISABILITY ELIGIBILITY DETERMINATION FORM

Student:

Date:

DOB:

School:

Grade:

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means.

1. ☐ YES ☐ NO Is there a disorder in one or more of the basic psychological processes involved in understanding or using language?

Evidence:

2. ☐ YES ☐ NO Is the student failing to achieve adequately for the student's age or to meet state-approved grade level standards in any of the areas below, when provided with learning experience and instruction appropriate for the student's age or state approved grade level standards? If yes, identify the area:

☐ Oral Expression

☐ Listening Comprehension

☐ Written Expression

☐ Basic Reading Skills

☐ Reading Fluency

☐ Reading Comprehension

☐ Mathematics Calculation

☐ Mathematics Problem-Solving

3. ☐ YES ☐ NO Has the student failed to make sufficient progress to meet age or state-approved grade level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research based intervention (RtI)?

OR

4. ☐ YES ☐ NO Does the student exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade level standards, or intellectual development, that is determined by the IEP team to be relevant to the identification of a specific learning disability, using appropriate assessments?

5. ☐ YES ☐ NO Is the student's lack of achievement primarily the result of visual, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency?

6. ☐ YES ☐ NO Is the underachievement due to the lack of appropriate instruction?
In making this determination, the Team must consider: a) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and b) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents/guardians.

7. ☐ YES ☐ NO Did at least one member of the team, other than the student's current teacher, observe the child in the learning environment to document academic performance and behavior in the areas of difficulty?
8. ☐ YES ☐ NO Are there educationally relevant medical findings? If yes, specify:
9. ☐ YES ☐ NO Did the evaluation and/or other relevant information confirm there is an adverse effect on educational performance?

Eligibility Conclusions:

1. Does a specific learning disability exist? ☐ YES ☐ NO
2. If there is a learning disability, does the child require special education and related services because of that disability in order to benefit from education? ☐ YES ☐ NO

I certify that this report reflects my conclusions:

I certify that this report does not reflect my conclusions: